

1st. Ann. Cat.

*H. Young H. Young*  
South Hanover College

~~Illinois Historical Society~~

AND

*H. Young H. Young*  
1833

INDIANA THEOLOGICAL SEMINARY.

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CATALOGUE

OF THE

CORPORATION, FACULTY,

AND

STUDENTS.

January, 1833.

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CINCINNATI.

M' MILLAN AND CLOPPER, PRINTERS.

1833.

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# CORPORATION.

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REV. JOHN M. DICKEY, PRESIDENT.  
REV. JAMES H. JOHNSTON, SECRETARY.  
HON. WILLIAMSON DUNN, TREASURER.  
REV. TILLY H. BROWN.  
REV. JOHN FINLEY CROWE.  
REV. JOHN W. CUNNINGHAM.  
REV. SAMUEL GREGG.  
SAMUEL HANNAH, Esq.  
VICTOR KING, Esq.  
GEORGE LOGAN, Esq.  
REV. SAMUEL G. LOWRY.  
REV. JOHN MATTHEWS, D. D.  
WILLIAM REED, Esq.  
HON. SAMUEL SMOCK.  
HON. JEREMIAH SULLIVAN.  
DOCT. ANDREW SPEAR.

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# FACULTY.

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REV. JAMES BLYTHE, D. D. PRESIDENT, *Professor of Rhetoric, Chemistry, Natural, Mental, and Moral Philosophy.*

REV. JOHN FINLEY CROWE, VICE PRESIDENT, *Professor of Logic, History, Belles Lettres, and Political Economy.*

JOHN H. HARNEY, A. M. *Professor of Mathematics and Astronomy.*

M. A. H. NILES, A. B. *Professor of the Latin, Greek, Hebrew, and French Languages, and Literature.*

REV. JOHN MATTHEWS, D. D. *Professor of Didactic and Polemic Theology.*

REV. JOHN W. CUNNINGHAM, A. B. *Biblical Criticism and Oriental Literature.*

## Theological Students.

### MIDDLE CLASS.

JOSEPH J. GRAY,	Halifax County, N. C.
M. A. H. NILES,	Newburyport, Mass.

### JUNIOR CLASS.

JAMES HUMMER,	Knox County, Ind.
DAVID V. SMOCK,	Jefferson County, Ind.
DANIEL LATTIMORE,	Jennings County, Ind.

*Theological Students, 5.*

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## Under-graduates.

### JUNIOR CLASS.

John Black,	Greensburg, Pa.
William H. Burner,	Vincennes, Ind.
Samuel S. Lattimore,	Jennings County, Ind.
Isaac M'Coy,	Charlestown, Ind.
John M. M'Chord,	Paris, Ky.
John L. Martin,	Salem, Ind.
Isaac N. Shepherd,	Ripley, Ohio.
Charles K. Thompson,	Vincennes, Ind.
James H. Thompson,*	Decatur County, Ind.

*Juniors, 9.*

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## Sophomore Class.

Johnson E. Bright,	Princess Ann County, Va.
Jesse Brown,	Frankfort, Ky.
Jonathan Edwards,	Cincinnati, Ohio.
Greenleaf Fisk,	Rochester, N. York.
Robert Simpson,	Vincennes, Ind.
Drury W. Vincent,	Lunenburg County, Va.

*Sophomores, 6.*

\* Absent from sickness.

**Freshmen Class.**

Franklin Berryhill,	Green County, Ohio.
John B. Conover,	Dayton, Ohio.
Joseph Crooks,	Greencastle, Pa.
George W. Coons,	Lexington, Ky.
Josiah Crawford,	Clark County, Ind.
James B. Crowe,	South Hanover, Ind.
Samuel Evans,	Owen County, Ind.
Allen T. Graves,	New Albany, Ind.
Blackburn Lefler,	Shelbyville, Ky.
James W. Matthews,	South Hanover, Ind.
William W. McLain,	Ripley, Ohio.
Samuel Newell,	Cincinnati, Ohio.
David E. Y. Rice,	Carmi, Ill.
Nathaniel A. Schillinger,	Cincinnati, Ohio.
Eli Semple,	Washington County, Pa.
John H. Skinker,	Stafford County, Pa.
James Stewart,	Vandalia, Ill.
James A. Watson,	South Hanover, Ind.
Alexander B. Thompson,	Decatur County, Ind.
William Wallace,	Paris, Ky.

*Freshmen, 20.***Preparatory Department.**

Milo Adams,	Oldham County, Ky.
George Armstrong,	Dubois County, Ind.
Josiah Austin,	Harmony Mission.
Thomas Alderdice,	Cincinnati, Ohio.
William C. Bares,	Clark County, Ind.
James Black,	Hamilton County, Ohio.
James E. Blythe,	South Hanover, Ind.
Robert W. Brown,	New Castle, Ky.
Ethel B. Bright,	Harmony Mission.
John S. Bayless,	Dayton, Ohio.
David Crooks,	Franklin County, Pa.
James W. Clark,	Schuylerville, Ill.

William Conner,	Hamilton County, Ind.
Samuel S. Crowe,	South Hanover, Ind.
Thomas S. Crowe,	South Hanover, Ind.
James Curry,	Oldham County, Ky.
Jonathan E. Dodge,	Missouri Territory.
Samuel N. Dodge,	do. do.
Henry G. Duerson,	Oldham County, Ky.
Dbenezer Dumont,	Vevay, Ind.
Williamson P. Dunn,	South Hanover, Ind.
David M. Dunn,	do. do.
Joseph Dalinazzo,	Vevay, Ind.
Richard N. Eldridge,	Madison, Ind.
James Embree,	Morgan County, Ohio.
Walker Finley,	Morgan County, Ill.
James Gordon,	Holmes County, Ohio.
Abraham C. Hart,	Louisville, Ky.
John Hughs,	Hinds County, Miss.
John Jenkins,	Warren County, Miss.
John N. Jones,	Henry County, Ky.
William Linn,	Vandalia, Ill.
John A. Lowry,	Lebanon, Ohio.
William M. Lowry,	do. do.
Leonard Marmaduke,	Oldham County, Ky.
Robert C. Matthews,	South Hanover, Ind.
John W. Maylin,	Vevay, Ind.
John H. McFarland,	Vicksburgh, Miss.
James A. M. Kee,	Adams County, Pa.
Marshall McClure,	Jefferson County, Ind.
Aime Morerod,	Vevay, Ind.
Theophilus Pritchett,	Brunswick County, Va.
Richard H. Pritchett,	do. do.
Matthew G. Pritchett,	do. do.
Morgan Prather,	Clark County, Ind.
Sidney U. Sayre,	Louisville, Ky.
Samuel Steward,	Perry County, Ohio.
William Stewart,	Vandalia, Ill.
William Smith,	Adams County, Miss.
Benjamin Templeton,	Adams County, Ohio.

Benjamin B. Thornton,  
Samuel H. Thompson,

Oldham County, Ky.  
Decatur County, Ind.

*Students in Preparatory Department, 52.*

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### Summary.

Theological Students,	-	-	-	-	-	5
Junior Class,	-	-	-	-	-	9
Sophomore Class,	-	-	-	-	-	6
Freshmen Class,	-	-	-	-	-	20
Students in Preparatory Department,	-	-	-	-	-	52
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					Total	92

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### Statement

OF THE

## COURSE OF INSTRUCTION.

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### PREPARATORY STUDIES.

Aeneid and Bucolics of Virgil, Cicero's Select Orations, Cæsar's Commentaries 4 books, Jacobs' Greek Reader, Colburn's Arithmetic and Algebra, Gould's Adams' Latin and Buttman's Greek Grammar, English Grammar, and Geography.

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### FRESHMEN STUDIES.

#### FIRST SESSION.

Geometry, and the Application of Algebra to Geometry, Roman Antiquities, Sallust, and Græca Majora, (Historians.)

#### SECOND SESSION.

Application of Algebra to Geometry, continued, Roman Antiquities,

continued, Horace, (Odes and Satires,) Græca Majora, (Heroic Poets,) or Homer's Iliad, Plane Trigonometry, Mensuration, Surveying and Navigation.

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### SOPHOMORE STUDIES.

#### FIRST SESSION.

Geometry of Planes and Solids, and Spherical Trigonometry, Grecian Antiquities, Cicero de Officiis, and Livy, Græca Majora, (Orators.)

#### SECOND SESSION.

Topography, Trigonometrical Surveying and Levelling, Grecian Antiquities continued, Horace, (Epistles and Art of Poetry,) Georgics of Virgil, Græca Majora, (Bucolic Poetry.)

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### JUNIOR STUDIES.

#### FIRST SESSION.

Conic Sections and Fluxions, (on the principles of La Grange,) History, Rhetoric, (by Blair,) Cicero de Oratore, Græca Majora, (Philosophers and Critics.)

#### SECOND SESSION.

Astronomy, Chemistry, (by Mitchell,) History, Tacitus, Græca Majora, (Tragic Poetry.)

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### SENIOR STUDIES.

#### FIRST SESSION.

Natural Philosophy, Review of Mathematics, Belles Lettres, Political Economy, Græca Majora, (Lyric Poetry.)

#### SECOND SESSION.

Moral Philosophy, (by Beattie,) Mental Philosophy, (by Hedge's edition of Brown,) Review of Astronomy, Logic, Hebrew or French, at the option of the student.

During the whole course there are weekly exercises in reading, speaking, and composition.

## Admission.

*Testimonial.*—The candidate for admission to college, previous to his examination, must produce satisfactory evidence that he sustains a fair moral character, and that he has completed the part of the course preparatory to the standing for which he is offered. If he has been a member of another college, a certificate of regular dismission will also be required.

*Age.*—No one is admissible to the Freshman Class until he has completed his fourteenth year; nor to an advanced standing without a corresponding increase of age.

*Payments.*—The tuition fee for the session, (\$7 50,) together with \$5 for board, will be required in advance.

*Laws.*—Each student, on admission, receives a copy of the laws of college, and is constituted a member of college by signing a promise to conform to the laws and regulations of the institution.

## Examinations.

1. Of all the classes at the close of each session.
2. Of candidates for degrees six weeks before commencement.

## Vacations.

1. Spring vacation, from the last Wednesday in March to the 1st Monday in May.
2. Autumn, from the last Wednesday in September to the first Monday in November; and it is very desirable that *all* the students should be present at the opening of the session.

## Expenses.

College Bills, \$7 50 per session, - - - - -	15 00
Board, at \$1 per week, - - - - -	42 00
Room rent, \$1 per year, - - - - -	1 00
Fuel and Lights, \$5 per year, - - - - -	5 00
Washing, \$4 per year, - - - - -	4 00
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Deduct products of manual labor,	\$67 00
	25 00
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	\$42 00

This calculation has reference only to those students who work on the farm, and who are upwards of 15 years of age. Mechanics will

have the privilege of making their own engagements for work, and enjoying the entire profits. Boys under 15 years of age will receive wages according to the value of their labor.

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**A SUCCINCT HISTORY**  
 OF  
**HANOVER COLLEGE.**

No inconsiderable part of the fascination which is thrown around the history of empires, and even of individuals who have become celebrated among their cotemporaries, arises from tracing their progress from obscurity to their meridian splendor. This fact induces the belief that some account of the History of Hanover College may not be without interest to its friends and patrons.

In the year 1825, two ministers of the gospel, James M. Dickey and John F. Crowe, who had entered Indiana as pioneers, and had settled near to each other, where eight or ten churches and as many counties were entirely dependent on them for ministerial labors, laid the foundation on which has been erected this institution.

They had been long laboring to gather up the lambs of Christ's fold, who were literally as sheep without a shepherd; and they had been fervently praying the great shepherd of his sheep to send forth more laborers. Often were their hearts cheered by the arrival of young brethren, whom they were disposed to regard as sent in answer to the prayers that that were daily offered up on this subject; but as often were their hopes blasted and their hearts discouraged, by seeing them either return to more promising fields of usefulness east of the mountains, or falling victims to the fatigues and privations of a new country.\*

With feelings wrought up almost to agony by such disappointments, in connection with the Macedonian cry which was heard on every hand for help, they came to the conclusion that *men must be raised up on the ground*, with habits that would enable them to "endure hardness as good soldiers," to supply the church "in the wilderness." This, at the next meeting of their Presbytery, they urged on their brethren with so much effect, that they were, by Presbytery, appointed a committee to select a

\* Among those who thus fell in what is called the *seasoning*, were the Rev. Messrs. Hickman, Searle, Day, Trimble and Young.

spot for the location of a Presbyterial school, and to draft a plan for its organization.

The site selected was the place now occupied by the college, and the plan was that of a manual labor school. Their report was adopted by Presbytery; but a suitable teacher could not be procured. Wearied by delays and disappointments, one of the individuals, the Rev. John F. Crowe, with whom the plan originated, after much prayer and deliberation, determined to make a commencement, hoping that after the school was organized and in successful operation, there would be less difficulty in procuring a teacher.

Consequently, a log cabin was prepared, 16 by 18 feet, and on the 1st day of January, 1827, the school was opened with six students and solemnly dedicated to God. Not one of the students was pious, though children of prayer; for they were all sons of ruling elders in the Presbyterian church. The number gradually increased, until the winter session of 1828 opened with fourteen students. About this time, in answer, as it is believed, to the prayers that were daily offered up for this object, God poured out his Spirit on the school and eight out of the fourteen became the hopeful subjects of regenerating grace.

This display of Divine mercy not only encouraged the breast and strengthened the hands of the teacher, but excited a degree of interest in the surrounding churches that resulted in a considerable increase of promising young men. The next session consequently numbered *twenty* students, of whom fourteen were members of the church and hopefully pious.

At this time our log building was found "too strait for us," and the school was removed to the meeting house. As this accommodation could not be calculated on permanently, the necessity of a more commodious house urged itself on the mind of the teacher, and he determined on the erection of a brick building, 25 by 40 feet, two stories high. But he found himself without funds, and without patrons who could supply them. The object, however, of keeping together the little band of devoted youth, who were ardently desirous to serve their master in his vineyard, and of preparing, with the blessing of God, a supply for the increasing wants of the church, appeared so important, that he determined to go forward in the enterprise; trusting in God for the means of its accomplishment.

For this purpose a subscription was opened, of the following kind.

The students pledged themselves to throw up a sufficient quantity of earth to make 80,000 brick. The teacher bound himself to board the hands while making the brick, and to furnish wood to burn them. Another individual subscribed rock for the foundation, and another the building it. One man subscribed a sufficient number of stocks at the saw-mill to make all the lumber needed for the building; and another, the hauling of the lumber, &c.

In this manner the work was carried on, and a building completed worth 1000 dollars, while the amount of *cash* actually expended, was less than 400. One fourth of this sum was paid by two individuals; the balance was obtained by contributions in Madison and the neighborhood. Williamson Dunn, Esq. donated the beautiful lot which forms the college campus, together with six lots in the village.

The Presbytery, which had hitherto patronized the school only by attending its semi-annual examinations, now felt that it was of sufficient importance to justify an effort to obtain a charter. Application was consequently made to the state legislature for this object. Influenced by a liberal and enlightened policy, they granted a charter, with ample privileges, to a corporate body, under the style of "The Board of Trustees of Hanover Academy." And, that the manual labor system might be put into operation, Judge Dunn and John Finley Crowe gave to the corporation, each fifty acres of land, lying adjacent to the academy, for a farm.

In the following autumn, 1829, Presbytery gave up the superintendence of the academy to the Synod of Indiana. This body immediately entered into a compact with the trustees of the institution, to append to it a Theological Seminary, under the provisions of its charter.

At the same meeting, the Rev. Dr. Matthews, of Shepherdstown, Va., was unanimously elected by Synod, Professor of Theology in their seminary. On being informed of this appointment, the Doctor deemed it important to visit the institution: and although he found it located in the woods, and struggling for existence, yet he determined to cast in his lot with those whom he found laboring under a burthen beyond their strength; consecrating his time and his talents to the noble object of building up a school of the prophets in "the far West."

In the Spring following, Dr. Matthews moved with his family to Hanover, and engaged in the arduous duty of giving instruction in the academy, as there was no theological class yet formed. Shortly after,

a mathematical teacher was employed and the academy assumed, in its operations, something of the forms and regularity of a college.

But in the autumn of this year, 1830, in the mysterious providence of God, the faith and the patience of the Board were severely tried. With great effort and, in the case of a few individuals, with great sacrifice too, a respectable brick house had been erected for the accommodation of Dr. Matthews' family. This building, when nearly completed, was seen wrapped in flames and was entirely consumed.

What could now be done? The corporation was in debt, their means exhausted, and their Professor and his family lodged in a temporary building, in which they could not be comfortable. Should they abandon the enterprise? The thought could not for a moment be indulged: for there were now nearly twenty young men, of hopeful piety, who were looking up to them for that instruction, which, with the grace of God, might qualify them to go forth as ambassadors of Christ. The Board convened. They had previously appointed several agents to spread the wants of the institution before the public and to solicit aid; yet nothing had been done.

They therefore, after mature deliberation, resolved that the individual who had been principally instrumental in the establishment of the school, should take an agency east of the mountains, and give to the Christian philanthropists of that region an opportunity of aiding in their noble enterprise. This agency was undertaken, and resulted in the collection of upwards of three thousand dollars in cash, and several hundred dollars' worth of books.

With their treasury thus replenished, the Board resolved to erect, in addition to the Professor's house, a brick building, 40 by 48 feet,  $2\frac{1}{2}$  stories high, for a boarding house. These buildings were completed in 1831.

In the spring of 1832, the boarding house was opened, and the manual labor system regularly introduced. Notice of this fact having been given in the public prints, the number of students was suddenly swelled to eighty. This unexpected and overwhelming increase seemed to impose the necessity of erecting additional public buildings; as neither dormitories nor recitation rooms could be furnished for such a multitude. And although the treasury was overdrawn, the Board deemed it to be their duty to erect, with all possible despatch, a large edifice, 40 by 100 feet, three stories high.

This building, when finished, will furnish a chapel, four recitation rooms, two library rooms, and 32 dormitories, calculated to accommodate two students each. The estimated expense between six and seven thousand dollars.

Nor was this all. The manual labor system could not be successfully prosecuted without workshops. They therefore resolved to erect them. In obedience to this resolution, the following buildings have been erected, viz: A carpenter's shop, 20 by 40 feet, 2 stories high; a cooper's shop, 25 by 48 feet, and a wagon maker's shop, 20 feet square. And in addition to all this, they found it necessary to build 8 dormitories, 12 feet square, which would accommodate, each, two students.

The Board felt fully aware that, by the sober, calculating part of the community, they might and probably would be censured for imprudence, rashness, and even presumption, in thus involving themselves in debt. But a firm conviction that the interests of the institution, the interests of education in the West, and above all the interests of the western churches, *demanded* it, determined them to go forward. In this determination they were moreover strengthened by past experience. They had seen the institution rising and prospering, contrary to the predictions of its enemies, and altogether beyond the hopes and expectations of its most sanguine friends. No improvement had been attempted, no expense had been incurred, until it was seen to be absolutely necessary. Their God had uniformly raised up for them friends to supply their need.

Besides, they had witnessed so much liberality in the feeble churches in their own state, and in the few cases in which application had been made in other states, that they *felt* that it would be at once a reflection on the benevolence of the Christian community, and an almost unpardonable want of confidence in the kind providence of God, to indulge the thought for a moment, that they would not be sustained. In this confidence they have gone forward. The result will show whether they were mistaken.

But to return. The Board had become fully convinced that in order to make a fair experiment of the manual labor system, it would be necessary to carry the student through his entire course, without interrupting his industrious habits. They therefore appointed a committee of their own body to apply to the legislature for an enlargement of the privileges of their charter, whereby collegiate powers might be given them.

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CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

SOUTH HANOVER COLLEGE,

AND

INDIANA THEOLOGICAL SEMINARY.

FEBRUARY, 1834.



SOUTH HANOVER, IA.

MORROW AND BAYLESS, PRINTERS.

—  
1834.

# FACULTY.



**Rev. JAMES BLYTHE, D. D.** President, Professor of *Rhetoric, Chemistry, Natural, Mental, and Moral Philosophy.*

**Rev. JOHN FINLEY CROWE, A. M.** Vice President, Professor of *Logic, History, Belles Lettres, and Political Economy.*

**JOHN H. HARNEY, A. M.** Professor of *Mathematics and Astronomy.*

**M. A. H. NILES, A. M.** Professor of *the Latin, Greek, Hebrew, and French Languages, and Literature.*

**Rev. JOHN MATTHEWS, D. D.** Professor of *Didactic and Polemic Theology.*

**Rev. JOHN W. CUNNINGHAM, A. B.** Professor of *Biblical Criticism and Oriental Literature.*

**W. M'KEE DUNN, A. B.** Tutor, and Principal of the *Preparatory Department.*

**Assistant Teachers---CHARLES K. THOMPSON.**

JOHN L. MARTIN.

I. NEWTON SHEPHERD.

**Teacher of Penmanship---W<sub>M</sub>. J. PATTERSON.**

## Theological Students.

Joseph J. Gray,	Halifax County, N. C.
M. A. H. Niles,	South Hanover, Ia.
John H. Harney,	Do.
James Hummer,	Knox County, Ia.
David V. Smock,	Jefferson County, Ia.
Daniel Lattimore,	Jennings County, Ia.
William M'Cauley,	Ia.
	<i>Theological Students, 7.</i>

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## UNDER-GRADUATES.

### Senior Class.

W. Hamilton Bruner,	Vincennes, Ia.
Selby Harney,	Logansport, Ia.
Isaac McCoy,	Clarke Co., Ia.
J. Mason McChord,	Paris, Ky.
John L. Martin.	Salem, Ia.
I. Newton Shepherd,	Ripley, O.
Charles K. Thompson,	Vincennes, Ia.
	<i>Seniors 7.</i>

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### Junior Class.

Robert S. Bell,	Winchester, Va.
James Brown,	Xenia, O.
William P. Buell,	Marietta, O.
Jonathan Edwards,	Cincinnati, O.
Moses H. Hunter,	Berkeley Co., Va.
David B. Reed,	Jefferson Co., Ia.
Samuel Smith,	Louisville, Ky.
Robert Simpson,	Vincennes, Ia.
James A. Watson,	Jefferson Co., Ia.
	<i>Juniors. 9.</i>

**Sophomore Class.**

Franklin Berryhill,	Greene Co., O.
Jesse D. Brown,	Frankfort, Ky.
Abner D. Chapman,	Union Co., O.
J. Berlew Conover,	Dayton, O.
Josiah Crawford,	Clark Co., Ia.
Joseph Crooks,	Mercersburg, Pa.
David H. Cummins,	Greene Co., O.
Samuel N. Evans,	Owen Co., Ia.
Andrew Fulton,	Greene Co., O.
Allen T. Graves,	New Albany, Ia.
Thomas W. Hynes,	Bardstown, Ky.
Harvey Maxwell,	Jefferson Co., Ia.
William W. McLain,	Ripley, O.
Samuel F. Morrow,	Green Co., O.
Samuel Newell,	Cincinnati, O.
Amos Rogers,	Cincinnati, O.
David E. Y. Rice,	Carmi, Ill.
John J. Speed,	Bardstown, Ky.
Nathaniel A. Schillinger,	Cincinnati, O.
John H. Skinker,	Fredericksburg, Va.
Horatio Simrall,	Shelbyville, Ky.
Samuel R. Wilson,	Cincinnati, O.
	<i>Sophomores. 22.</i>

**Freshman Class.**

Thomas Alderdice,	Cincinnati, O.
Ebenezer C. Birge,	Underhill, Vermont.
James Black,	Hamilton, Co., O.
James Blythe,	South Hanover, Ia.
Horace Brown,	Green Co., N. Y.
David Crooks,	Mercersburg, Pa.
James B. Crowe,	South Hanover, Ia.
Williamson P. Dunn,	Do.

George H. Grundy,	Lebanon, Ky.
Andrew Harper,	Montgomery Co., O.
William C. Harper,	Do.
Moses A. Hoge,	Columbus, O.
Sylvanus Jewett,	Do.
John Jones,	Warren Co., O.
Ephraim Lynn,	Salem, Ia.
James W. Matthews,	South Hanover, Ia.
James A. McKee,	Adams Co., Pa.
Robert C. McComb,	Columbus, O.
John D. Paris,	Augusta Co., Va.
William J. Patterson,	Franklin Co., O.
William C. Scott,	Hardy Co., Va.
Lewis Thompson,	Anderson Co., Ky.
S. Harrison Thomson,	Decatur Co., Ia.
John C. Williamson,	Fauquier Co., Va.
William Wallace,	Paris, Ky.
	<i>Freshmen, 2</i>

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## Preparatory Department.

Lewis J. Adams,	Miami Co., O.
Milo Adams,	Oldham Co., Ky.
George Armstrong,	Dubois Co., Ia.
J. M. Austin,	Harmony Mission, Mo.
Henry P. Ayres,	Troy, O.
Peter H. Banta,	Switzerland Co., Ia.
Philip D. Barbour,	Oldham Co., Ky.
Philip Bashaw,	Henry Co., Ky.
James Baxter,	Hamilton Co., O.
John S. Bayless,	New York City.
William K. Brice,	Montgomery Co. O.
Amos A. Brice,	Do.
Ransom Briggs,	South Hanover, Ia.
Robert W. Brown,	Newcastle, Ky.

Alexander M. Brown,	Indianapolis, Ia.
Alpheus W. Blinn,	Montgomery Co., O.
Ethel B. Bright,	Harmony Mission, Mo.
James Bruner,	South Hanover, Ia.
Percival E. Butler,	Gallatin Co., Ky.
Kershner Baum,	Cincinnati, O.
William Blair,	Brown Co., O.
James N. Caldwell,	Warren Co., O.
William M. Chever,	South Hanover, Ia.
James Chamberlain,	Switzerland Co., Ia.
Samuel Crowe,	South Hanover, Ia.
Thomas Crowe,	Do.
Robert Deen,	Montgomery Co., O.
Jonathan E. Dodge,	Boudinot, Mo.
Ebenezer Dumont,	Vevay, Ia.
Henry G. Duerson,	Oldham Co., Ky.
William Dunham,*	Rising Sun, Ia.
Henry Evertson,	Ghent, Ky.
John N. Fenley,	Jefferson Co., Ky.
Joseph F. Fenton,	Winchester, Va.
John Fishback,	Jefferson Co., Ky.
Erasmus D. Fore,	Jefferson Co., Ky.,
James B. Ferguson,*	Louisville, Ky.
Walker Findley,	Morgan Co., Ill.
Andrew J. Galloway,	South Hanover, Ia.
Fielding W Gibson,*	Vicksburg, Miss.
William Graham,	New Albany, Ia.
William P. Gardner,	Amite Co., Miss.
Sylvester Gardner,	Do.
Prior S. Gardner,	Do.
William S. Harper,	Lexington, Ky.
Bradley Hawley,	Louisville, Ky.
John T. B. Hayden,	Reading, O.
John B. Henderson,	Manchester, Miss.
William Henderson,	Boone Co., Ky.
Robert O. Hite,	Jefferson Co., Ky.

Michael D. Faylor,	Indianapolis Ia.
Joseph L. Hynes,	Bardstown, Ky.
Paul Huston,	Green Co., O.
George W. Humphreys,	Shepherdstown, Va.
David A. Jennings,	Worthington, O.
John Jenkins,	Warren Co. Miss.
James Johnson*	Natchez.
James S. Kemper,	Walnut Hills, O.
John Kearsley,	Jefferson Co., Va.
Thornton Kuykendall,	Vincennes, Ia.
William A. King,*	Hendricks Co., Ia
Alexander Lanier,	Madison, Ia.
Minor C. Lefaver,	Troy, O.
John Leach,	Union Co., Ia
William Lowndes,	Vincennes, Ia.
John Lowry,	Lebanon, O.
William M. Lowry,	Do.
Joseph Malin,	Vevay, Ia.
Ray C. Mayhall,	Franklin Co., Ky.
James C. Martin,	Jefferson, Ill.
Robert Matthews,	South Hanover, Ia.
Marshall McClure,	Jefferson, Co., Ia.
D. Logan McChord,	Paris, Ky.
Charles S. Miller,	Louisville, Ky.
Silas F. Miller,	Do.
La Grande Montague,	Boone Co., Ky.
Thomas Owings,	Jefferson Co., Ky.
Thomas Palmer,	Newcastle, Ky.
Matthew Pritchett,	Jonesborough, Va,
Richard H. Pritchett,	Do.
Henry C. Remann,	Vandalia, Ill.
George A. Roberts,	Warsaw, Ky.
Elijah P. Russel,	Madison, Ia.
Sanruel S. Sanders,	Gallatin Co., Ky.
Pitman Sanders,	Franklin Co., Ky.
Obadiah H. Schenck,	Montgomery Co., O.
David Severe,	Greenville Co., Tenn.

Josiah D. Smith,	Columbus, O.
Robert L. Sherrard,	Bloomery Mills, Va.
Samuel Steward,	Summersett, O.
William Simonson,	Charlestown, Ia.
John B. Stitt,	Warren Co., O.
Richard Sweezey,*	Madison, Ia.
Thomas L. Sullivan,	Do.
James S. Sullivan,	Richmond, Ia.
William Sullivan,	Philadelphia, Pa.
Elisha L. Tarver,	Amite Co., Miss.
Reuben O. Taylor,	Jefferson Co., Ky.
Nicholas Taylor,*	Do.
J. Humphreys Tate,	Jefferson Co., Va.
Benjamin Templeton,	Ripley, O.
John Tothill,	Newport, Ky.
Henry J. Turney,	Columbus, O.
Horatio H. Turpin,	Gallatin Co., Ky.
Virginius A. Turpin,	Do.
John P. Walker,	South Hanover, Ia.
Charles E. Walker,	Do.
Harvey C. Wallace,	Cape Girardeau Co., Mo.
James S. Wallace,	Do.
John N. Whips,	Jefferson Co., Ky.
George F. Whitworth,	Boston, Great Britain.
Samuel C. Wilson,	Butler Co., Ky.
John S. H. Wilson,	Do.
James F. Wood,	Union Co., O

The preceding Catalogue includes only the Students of the present session, and those marked thus \* are now absent.

#### SUMMARY.

Theological Students,	7.
Senior Clss,	1.
Junior Class,	9.
Sophomore Class,	22.
Freshmen Class,	25.
Students in Preparatory Department,	113.
 Total	153.

## STATEMENT.

OF THE  
COURSE OF INSTRUCTION.

## PREPARATORY STUDIES.

Æneid and Bucolics of Virgil, Cicero's Select Orations, Cæsar's Commentaries 4 books, Jacobs Greek Reader, Colburn's Arithmetic and Algebra, Gould's Adams' Latin and Buttman's Greek Grammar English Grammar, and Geography.

## FRESHMAN STUDIES.

## FIRST SESSION.

Geometry, and the Application of Algebra to Geometry, Roman Antiquities, Sallust, and Græca Majora, (Historians.)

## SECOND SESSION.

Application of Algebra to Geometry, continued, Roman Antiquities continued, Horace, (Odes and Satires,) Græca Majora, (Heroic Poets,) or Homer's Iliad, Plane Trigonometry, Mensuration, Surveying and Navigation.

## SOPHOMORE STUDIES.

## FIRST SESSION.

Geometry of Planes and Solids, and Spherical Trigonometry, Grecian Antiquities, Cicero de Officiis, and Livy, Græca Majora (Orators.)

## SECOND SESSION.

Topography, Trigonometrical Surveying and Levelling, Grecian Antiquities continued, Horace, (Epistles and art of Poetry,) Georgics of Virgil, Græca Majora, (Bucolic Poetry.)

## JUNIOR STUDIES.

## FIRST SESSION.

Conic Sections and Fluxions, (on the principles of La Grange,) History, Rhetoric, (by Blair,) Cicero de Oratore, Græca Majora, (Philosophers and Critics.)

## SECOND SESSION.

Astronomy, Chemistry, (by Mitchell,) History, Tacitus, Græca Majora, (Tragic Poetry.)

## SENIOR STUDIES.

## FIRST SESSION.

Natural Philosophy, Review of Mathematics, Belles Lettres, Political Economy, Græca Majora, (Lyric Poetry.)

## SECOND SESSION.

Moral Philosophy, (by Beattie,) Mental Philosophy, (Hedge's edition of Brown,) Review of Astronomy, Logic, Hebrew or French, at the option of the student.

During the whole course there are weekly exercises in reading, speaking, and composition.



## Admission.

*Testimonial.*—The candidate for admission to college, previous to his examination, must produce satisfactory evidence that he sustains a fair moral character, and that he has completed the part of the course preparatory to the standing for which he is offered. If he has been a member of another college, a certificate of regular dismission will also be required.

*Payments.*—The tuition fee for the session, (\$10 00,) together with \$5 for board, will be required in advance.

## Examination.

1. Of all the classes at the close of the session.
2. Of candidates for degrees six weeks before commencement

**Vacations.**

1. Spring vacation, from the last Wednesday in March to the first Monday in May.
  2. Autumn, from the last Wednesday in September to the first Monday in November; and it is very desirable that *all* the students should be present at the commencement of the session.
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**Expenses.**

College Bills, \$10 00 per session,	20 00
Board, at \$1 per week,	42 00
Room Rent, \$1 per year,	1 00
Fuel and Lights, \$5 per year,	5 00
Washing, \$4 per year,	4 00
	<hr/>
	\$72 00
Deduct products of manual labor,	25 00
	<hr/>
	\$47 00

This calculation has reference only to those students who work on the farm, and who are upwards of 15 years of age. Mechanics will have the privilege of making their own engagements for work, and enjoying the entire profits. Boys under 15 years of age will receive wages according to the value of their labor.

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**REPORT****OF THE CONDITION AND PROSPECTS OF SOUTH HANOVER COLLEGE.**

When this Institution was first chartered, it was made the duty of the Trustees to make an annual report to the Legislature of its condition and prospects. Their first report has been laid before the public. Some parts of it, however, we deem important to republish. This Institution commenced the first of January 1827 without funds, and with only six students. It now possesses,

1. A college campus of three acres on which is erected a brick edifice, 40 by 100 feet, three stories high; with a wing 25 by 40 feet, two stories high, furnishing a chapel, five recitation rooms, two library rooms, a hall for one of the literary societies, and thirty-three

dormitories, suited to the accommodation of two students each.

2. A brick boarding house, 40 by 46 feet, furnishing a large dining hall, accommodations for the steward, and twelve dormitories. Connected with this building is a frame stable, smoke-house, &c.

3. Ten separate frame dormitories, accommodating two students each.

4. A carpenter's shop, 20 by 40 feet, two stories high, a cooper shop, 25 by 48 feet, one story high; and a wagon-maker's shop, 20 feet square. The two first buildings are framed, the other of logs.

5. A professor's house, 28 by 46 feet, two stories high. This building is brick.

6. Farming utensils, and a farm of 150 acres: about 20 of which are in cultivation. The land is estimated at \$20 per acre,

7. In the lower story of the carpenter's shop is established a chair factory. The shops are all furnished with tools. The whole is estimated at \$15,000, 00.

In addition to this, they have a library containing about 2,000 volumes, and a chemical and philosophical apparatus.

### NUMBER OF STUDENTS.

The number of students that entered the first session of the last college year was ninety-five, and one hundred and seventy-three entered the last summer session. The present number is one hundred and seventy-six, exclusive of theological students.

### MANUAL LABOR.

In order to obviate misapprehension on this subject, the Board here beg leave to make a few remarks. They have reason to believe that many regard the manual labor system as a very lucrative concern; furnishing, at least, the means of defraying the whole expense of an education.

All such expectations must end in disappointment. The system has been introduced, principally, for the following reasons:—

1st. As a preservation of health—as the means of giving that firmness of muscle and that elasticity of nerve which shall be sufficient to sustain the operations of the most powerful intellect.—What prudent engineer would think of placing a steam engine of forty horse power in a light and crazy boat? The body is merely the organ of the mind's operations and unless the organ be of substantial materials and in a sound condition there must be not only a crippling of the operations of the mind, but an excitement so disproportionate to the energies of a feeble system as to ensure its speedy dissolution. Hence the necessity of educating both body and mind, viz: of providing for the growth and healthful condition of all the members and

organs of the body as well as the powers of the mind. And hence we see the correctness of that definition of *education* which represents it as "the proper developement of the powers of both body and mind; and not as it is now practically defined, the culture of the mind to the neglect and permanent injury of the body." The fearful ravages of sedentary habits on the health and lives of students have long been seen and deplored. The exhortations of parents and instructors have all proved unavailing; as have also the irregular and capricious exercises of the gymnasium. And experience has now fully established the fact, that there can be no security but in college regulations, that our most promising young men will not fall victims to their indiscreet zeal in pursuit of knowledge.

2nd. As the means of invigorating the mind. A judicious system of *manual labor* in connection with study *expands intellect, and gives energy and decision of character.*

3d. But what is perhaps still more important, manual labor is found to be a most effectual safeguard to morals. The opinion of *Dr. Rush*, that "idleness is the parent of every vice," is corroborated by every day's experience, and every day's observation. Moreover, vice is infectious; especially to the ardent and unsuspicuous character of youth. A multitude of boys suddenly released from the restraints of parental authority and thrown together, not only tempt each other to wickedness, but encourage each other to deeds of daring which would otherwise never have been thought of. In support of this position, we beg leave to present the following testimony: "Youth must and will have employment of some kind. They cannot study always. In our colleges they are suffered usually to devise their own ways and means of amusement. They are expected, indeed exhorted to take exercise, and they are allowed abundance of time for the purpose. Still the whole concern is left to their own discretion. The time they have, and the question is, how do they spend it? Often in mere idle lounging, talking, smoking, and sleeping; often in sedentary games, which, whether in themselves lawful or unlawful, are always injurious to the student, because he requires recreation of a different kind, but too frequently in low degrading dissipation, in drinking and gaming to the utter neglect of every duty, and to the utter abandonment, and sacrifice of every principle of honor and virtue.

And it is also very important in a pecuniary and political point of view, inasmuch as it lessens the expense of education so far as to throw open the door of science to all talented and enterprising young men whatever may be their circumstances.

On this point we cannot refrain presenting the following extract from the pen of one of the most eloquent and indefatigable friends of education of the present day. The point which he is attempting

to establish is the following, viz: " *The present system of education is so expensive that its practical effects are anti-republican.*"

" At many of our colleges the annual expense, exclusive of books and clothing, is not far from \$200; at others \$150, and at the cheapest \$100. Who then can educate their sons at college? Not more than one family in twenty. Thus nineteen twentieths of our population are shut out from the advantages of education in the higher branches. And as knowledge is power, the sons of the rich by enjoying advantages for the acquisition of the power vastly superior to others, may secure to themselves a monopoly of those honors and emoluments which are conferred upon the well educated. In this way society is divided into *castes*.—The laboring classes become "hewers of wood and drawers of water" for the educated. The two parties stand wide asunder, no bond of companionship uniting them, no mutual sympathies incorporating them in one mass, to a common level for both. The chasm between them, even in this republican government, already yawns deep and broad; and if it be not speedily bridged, by bringing education within the reach of the poor, it will widen into an *impassible gulf*, and our free institutions, our national character, our bright visions of future glory will go down into it.

'The general and state governments have done much in order to bring education within the reach of the great mass of the people. Millions have been expended in the erection of buildings, the establishment of *Professorships*, and in the purchase of *libraries* and apparatus. And what is the result? Why, the wealthy can educate their sons a little cheaper than before. But education is *still* so expensive that the community generally receive *no benefit from such appropriations*. Thus our legislatures have in effect aided those who needed no assistance, and *tantalized the needy with a show of aid* so far removed, that it can never avail them.

"If a portion of the funds thus appropriated had been expended in furnishing the students of our institutions with the means of *profitable employment* during those hours each day which are not devoted to study, such appropriations would have befitted the character of a republican people; and our higher institutions instead of meting out their blessings as they now do, only to a favored few, would pour them equally upon all. The sun of science would not rise merely to illuminate the palace but to gladden the hovel."—*Weld.*

Influenced by such views of the subject, the board of Trustees introduced manual labor with the commencement of their Institution, and, although the experiment has been made under many embarrassing circumstances, its success leaves little doubt that the plan of connecting manual labor with study is practicable.